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ABSTRACT

Several surveys were made of Japanese teenagers who were exchange students in the United States between 1975 and 1977. Three of the questionnaires are analyzed to get an idea of the problems the students had with English and the state of English teaching in Japan. Thirty-one male and female high school students were involved in the study. The first questionnaire, given one month after their arrival in the U.S., dealt with the students' previous experiences in studying English. The second, administered 7 months after their arrival in the U.S., was intended to find aspects of American culture with which the students were not familiar, and the kinds of cultural problems they were encountering. The third one was administered after their return to Japan. The following results are noted: (1) English education in schools in Japan emphasizes knowledge about English, not performance; (2) there is not sufficient emphasis on practice of listening and speaking skills; (3) instruction is not geared toward communication with English-speaking people; and (4) little about American culture is taught in English classes in Japan, which prevents Japanese from communicating adequately with Americans. Copies of the questionnaires are appended. (AMH)

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Japanese Exchange Students' Evaluation of English Teaching in Japan

Kenji Kitao

Studying English abroad is becoming more popular year after year, and more Japanese are going to the United States in order to learn English and study American culture.[1] There are a great number of English programs abroad for these people, many of them for teenagers.[2] Such programs have been drawing much attention in Japan recently.[3]

However, it is not known how well teenage students in these programs understand English, Americans, or the American culture. There are not many reports on their experiences in the United States, even though such reports would be useful as resource materials for improving English teaching in Janan.[4]

The writer was involved in teenage exchange student programs for two and a half years, starting in the summer of 1975.[5] During this period, he conducted various surveys with the cooperation of many volunteers in both Japan and the United States using students who had stayed in the United States for two months in the summer or for one academic year. The purpose of these surveys was to determine how well the programs were being administered, and their merits and demerits, in order to improve the programs. The students were asked questions regarding English teaching, their English proficiency, and their problems with English. The surveys were administered through examinations,[6] questionnaires, interviews and reports,[7] both in Japan

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and in the United States, as well as through telephone interviews in the United States. Except for examinations, all information was gathered in Japanese.

Using the first, third, and fourth questionnaires, the writer limits this paper to a discussion of the problems the students had with English and an outline of English teaching in Japan.[8]

There are a number of different types of teenage exchange student programs. In some of them, the students live with American families. Students who stay in the United States for one academic year often go to a neighborhood high school.

As previously mentioned, the writer dealt with both short- and long-term programs. The short-term students stayed in the United States for two months, July and August. The long-term students normally arrived in August and stayed until the following June.

Participants in these programs are described in Table 1.

TABLE 1 : PARTICIPANTS

Programs	Male	Female	Total
Summer 1975	0	1	1
1975-1976	6	6	12
Summer 1976	3	4	7
1976-1977	4	7	11
Total	13	18	31

Questionnaire No. 1

The first questionnaire, which is given in Appendix A was on the students' previous experiences in studying English and what problems they were having with English. Except for the one student in the

sumn er program for 1975, the questionnaire was given one month after the student's arrival in the United States, with twenty-eight students responding. The results are shown in Table 2.

TABLE 2 : RESULTS OF QUESTIONNAIRE No. 1

Question Numbers							
2		Male		Female		Total Students	
		11		17		28	
3	15	16	17	18	19	20	years old
	1	11	9	4	2	1	
4	1		2	3		4	times
	23		4	1		0	
5	3	4	5	6	7		years
	1	10	10	4	3		
6							
junior high		28		language school		8	
senior high		28		English-speaking club		7	
radio		24		college		5	
TV		17		tutor		2	
records and tapes		12		movies		1	
English speakers		10		preparatory school		0	

TABLE 2 (Continued)

Question Numbers		1	2	3	Total	%
7	radio	8	[illegible]	1	15	62.5
	TV	4	3	5	12	70.6
	junior high	4	3	2	9	32.1
	language school	3	3	1	7	87.5
	senior high	3	4	5	12	42.9
	movies	1	0	0	1	100.0
	tutor	1	1	0	2	100.0
	English speakers	[illegible]	4	3	8	80.0
	records and tapes	0	2	5	7	58.3
	college	0	0	1	1	20.0
	Total	25	26	23	74	
8	senior high	8	0	2	10	35.7
	junior high	4	3	1	8	28.6
	movies	1	0	0	1	100.0
	language school	1	1	0	2	25.0
	TV	1	0	2	3	17.6
	tutor	0	2	0	2	100.0
	records and tapes	0	2	1	3	25.0
	radio	0	2	1	3	12.5
	English speakers	0	1	2	3	30.0
	books	0	1	0	1	100.0
	Total	15	12	9	36	
9	Yes 16		No 12			
	1 2 3	4	5	6 7 8	9	more than 10
	3 2 1	1	4			3

(The percentages are of the total number who indicated they had studied English through this method, and who put the method as one of the three "useful" methods.)

TABLE 2 (Continued)

	7	6	5	4	3	2	1	No. of Answers	Total Score	Mean Score	S.D.
10		0	2	3	7	11	5	28	70	2.50	1.14
11		0	3	6	13	6	0	28	90	3.21	0.92
12		4	8	7	7	2	0	28	117	4.18	1.19
13		1	5	5	7	4	0	22	80	3.64	1.15
14		2	6	2	7	3	2	22	79	3.59	1.47
15 a				5	3	7	13	28	56	2.00	1.15
b				4	6	10	8	28	62	2.21	1.03
c				5	11	8	4	28	73	2.61	0.96
d				14	8	3	3	28	89	3.18	1.02
16 a	13	3	5	3	1	0	1	26	150	5.77	1.58
b	1	0	2	2	1	6	9	21	49	2.33	1.71
c	2	6	5	6	2	4	1	26	114	4.38	1.67
d	1	3	4	3	3	8	4	26	86	3.31	1.83
e	0	0	3	1	8	4	9	25	60	2.40	1.35
f	2	3	1	10	7	1	1	25	101	4.04	1.45
g	2	6	4	1	4	3	1	21	93	4.43	1.83
17	junior high					senior high					
	7					18					
18	junior high					senior high			college		
	15					12			1		
19	1			2		3		4 levels			
				10		4		2			

Respondents were 11 boys and 17 girls, according to Question 2. The ages shown in Question 3 were as of April 1 in the year when they responded. The seven students who were eighteen years old or above had graduated from senior high school. Two eighteen-year-old girls participated in the 1975-76 program; the other five boys and girls, in the summer program of 1976.

The students were very much interested in the United States. Five of them, as shown in Question 4, had previously been to the United States; 16 of them had had American or English friends while in Japan, according to Question 9.

As is true of almost all Japanese students, all the students had started English lessons when they entered junior high school (Question 5). Many of them, however, had studied English through various methods in addition to their junior and senior high school lessons, as Question 6 indicates.

As shown in Question 6, the method and place, how or where students studied English, were as follows, in descending order of frequency: all students studied at junior and senior high schools, 24 by radio, 17 by TV, 12 with records or tapes, 10 with native speakers of English, 8 at commercial language schools, and [illegible] in English-speaking clubs. This indicates that many of them had studied oral English or English conversation, subjects which are not emphasized in the regular schools. As a result, 16 students had passed the STEP Test, which is administered by The Society for Testing English Proficiency, and which is called "Eigo Kentei Shiken," or "Eiken," in Japanese[9]; and 10 of them had even passed the second level examination, as shown in Question 19. This test examines all aspects of English, including the oral aspects with which many Japanese students have difficulty.

As shown in Question 7, regarding which method of study was proving to be particularly useful in daily life in the United States, 7 of eight, or 88% of those who had studied at commercial English schools felt that such study was among the three most useful methods experienced. The way to read Table 2, Question 7, is as follows,

using radio as an example: of the 24 students who had indicated under Question 6 that they had used radio as a method for studying English, 8 of them felt it was the most useful method experienced, 6 felt it was the second most useful method, and 1 felt it was the third most useful method. In other words, 15 students (or 62.5% of the 24 students who had used the method) believed it to be one of the three most useful means. As can be seen from the table for Question 7, 58% of those who had used records or tapes felt them to be one of the three most useful methods, but for junior and senior high schools the figures were only 32% and 43% respectively. This shows that English lessons emphasizing oral English were considered to be more useful for daily life in the United States than were lessons based on grammar and translation methods in junior and senior high schools. It is interesting to note that the students thought that the English lessons in senior high school were more useful than those in junior high school, even though it is at the junior high school level that the oral aspects of English receive greater emphasis.

Question 18, however, was reversed. Fifteen students thought that junior high school had been more useful and relevant to daily life in the United States than senior high school had been. This makes drawing any firm conclusions difficult. Going up to the next level of education, college, it is also difficult to draw any definite conclusions, since only three of the students had any college experience; but of these three, only one indicated that college or university was the most useful.

The English instruction which the students had had in Japan was not considered very relevant to their high school classes in the United

States; therefore very few students answered Question 8 at all. Only 36 answers received here out of 66 potential answers (three choices times the 22 students who attended an American high school). Of the answers given, however, 36% of the students thought that senior high school had been among the three most useful methods and about 29% of them thought that junior high school had been so. None of the other methods received more than 2 or 3 responses. Please note that while about 62% of those who had used radio had marked it as useful for daily life in Question 7, only about 12% did so in Question 8, as being useful in study at school. Evidently, as far as study at an American high school is concerned, those English study methods which are based upon grammar, reading, and translation seem to be more useful than are those which are based upon oral English. This may be why a large majority selected senior high school in Question 17. It also most likely means that the junior high school level is too basic, while the senior high school level introduces more vocabulary and advanced levels of English which are much closer to the English experienced in the American high schools.

As shown in Question 10, 23 of the students had trouble with English conversation right after their arrival in the United States. Not a single student indicated that he "never" had any trouble right after arrival. As shown in Question 11, even a month later, at the time the questionnaire was administered, 19 of the 28 said that they had trouble with English conversation either "sometimes" or "often." Going on to Question 13, on how well they understood their classes, it becomes difficult to interpret their responses. First, there were only 22 respondents to Questions 13 and 14. Of the total of 28 respondents, only

the 21 who were in academic year programs and the one who had a high school summer school session during her two-month stay were able to answer these questions. However, going back to the responses to Question 13, about half were positive and half were negative: 17 out of the 22 checked either 3, 4, or 5. Still, not one of the students indicated that he or she did not understand the classes at all.

While 10 of the 22 respondents were fairly confident about being able to compete with American students in their classes, the standard deviation for this answer was the largest for any of the questions, being 1.47. Therefore whether they really could compete or not is not too clear (Question 14).

Question 15's answers should be read as follows: For listening, line 15a. 13 of the 28 students felt it was the most difficult of the four skills of listening, speaking, reading, and writing; 7 thought it was the second hardest; 3 thought it was the third most difficult; and only 5 thought it was the easiest of the skills. The average level of difficulty was therefore 2.00 (S. D. 1.15), making it overall the most difficult skill. Line 15d indicates that writing was felt to be the easiest. However, after having been in America for only one month, the students had not yet experienced much writing, so this may not be a true picture.

Of the seven items listed under Question 16, lectures, with an average score of 2.33, was considered the most difficult. It was followed by discussion (2.40), radio (3.31), newspapers (4.04), TV (4.38), reports and term papers (4.43), and lastly by daily conversation (5.77). It is interesting to note that in Question 15, the students considered daily conversation to be easiest, while they considered listening to be the most difficult.

Questionnaire No. 3

This questionnaire was given only to the 23 students in the one-year programs. It was administered seven months after their arrivals. The purpose was to find those aspects of American culture with which they were still not familiar and to see what kinds of cultural problems they were encountering.

A similar questionnaire was given to 40 Japanese students at the University of Kansas in 1976. The results were very similar.[10]

The only questions included are ones concerned with English teaching and they are shown in Appendix B. The results are shown in Table 3.

TABLE 3 : RESULTS OF QUESTIONNAIRE No. 3

Question Numbers	5	4	3	2	1	No. of Answers	Total Score	Mean Score	S.D.
II. To what degree do Americans understand Japan and her people ?									
25	6	8	6	3	0	23	86	3.74	1.01
IV. How much American culture is taught in English ?									
41	0	0	1	10	12	23	35	1.52	0.59
42	0	1	4	10	8	23	44	1.91	0.85
44	0	0	2	6	15	23	33	1.43	0.66
45	0	2	2	8	11	23	41	1.78	0.95
47	0	0	2	7	14	23	34	1.47	0.66
48	0	2	2	7	12	23	40	1.74	0.96
V. Intercultural Communication									
51	13	4	3	0	3	23	93	4.04	1.40
52	1	2	9	4	7	23	55	2.39	1.16
53	6	11	2	2	2	23	86	3.74	1.21

The answers to Question 25 show that 14 replied "definitely yes" or "yes" on whether Americans understood well what they said. Only 3 answered negatively. This same question had been given to the 40

K. U. Japanese; only 4 of them were positive in their answers while 21 were negative. This is very different from the teenagers' replies. Aside from the fact that the younger people may have had more confidence in themselves, they may also have found it easier to mingle with Americans and consequently could communicate better.

The responses to Questions 41 through 48 show that the high school students learned very little about American culture or American daily life or school life when in school in Japan. All the averages were two or below, meaning that they were very negative.

The writer reviewed a number of high school English textbooks and found that they had very little cultural information. Since these texts form the basis for English study in Japan, one is able to predict the above result.[11]

The students admitted that their level of proficiency in English was not high enough. Seventeen of them had difficulties in classes because of their limited English (Question 53), but their desires for bettering their proficiency were not as strong as those of the college students (Question 51). More than the college students, the high school students realized that the causes of misunderstandings were not due only to their difficulties with English (Question 52). The high school students, who were in closer contact with Americans than were the college students, realized that there were differences in means of communication and culture between Japan and the United States and they understood that there was something more important than simply language in achieving higher levels of communication.

TABLE 4 : RESULTS OF QUESTIONNAIRE No. 4

Question Numbers	7	6	5	4	3	2	1	No. of Answers	Total Score	Mean Score
1			8	1	6	5	4	24	76	3.17
2			11	11	2	0	0	24	105	4.38
3			12	8	1	3	0	24	101	4.21
4 a			0	7	1	10	6	24	57	2.38
b			2	5	10	2	5	24	69	2.88
c			0	1	1	11	6	19	35	1.84
d			1	3	2	10	4	20	47	2.35
e			2	0	2	3	17	24	39	1.63
f			2	2	3	4	13	24	48	2.00
g			0	1	7	7	3	18	42	2.33
h			0	0	6	8	6	20	40	2.00
5 a	0	0	0	1	1	6	16	24	35	1.46
b	0	0	1	0	5	12	6	24	50	2.08
c	0	1	4	7	9	2	1	24	86	3.58
d	1	0	4	9	7	2	1	24	89	3.71
e	15	4	1	1	0	1	0	22	140	6.36
f	1	13	2	2	1	0	0	22	127	5.77
g	2	4	10	4	1	1	0	22	109	4.95
6			18	4	1	1	0	24	111	4.63
7			10	8	4	0	0	22	94	4.27
8			9	3	8	1	0	21	83	3.95
9			4	7	1	3	9	24	66	2.75
10			9	3	1	1	10	23	70	3.04
11			8	3	1	2	9	23	70	3.04

Questionnaire No. 4

This was given in November, 1977, to students who had returned to Japan. Responses were received from 24 students: 1 from the summer 1975 program, 8 from the 1975-1976 program, 6 from the summer 1976 program, and 9 from the 1976-1977 program.

The purpose of this questionnaire was to evaluate the two types of exchange programs. Two questionnaires were prepared: one for the students and one for the parents. Again, only those questions involving English are given in Appendix C.

While the English instruction received prior to going to the United States might not have been considered adequate, 8 of the students strongly felt it was necessary (Question 1). These students had a number of problems immediately upon their arrival in the United States, which is probably why they thought that such training was needed.

When they departed from the United States, the students as a whole felt that they understood what Americans were saying rather well (Question 2). None answered "1" (totally negative), and the mean score of 4.38 was very high. They still thought that speaking was a little more difficult than listening. Three students answered in the negative; the average was 4.21 (Question 3). According to the responses to Question 4, the students were having little trouble with English. The average for the eight items in Question 4 was three or below each time. The most difficult item was newspapers (2.88), then radio and TV (2.38), telephone (2.35), reading texts for class (2.33), writing papers (2.00), discussions in class (2.00), daily conversation (1.84), and the easiest item was listening to lecturers in the classroom (1.63). These responses are remarkably different from those given to Question 16 in the first questionnaire which asked a very similar question upon or shortly after arrival in the United States.

Listening and speaking later became easier than reading and writing, in contrast with the order of difficulty upon the students' arrival. Newspapers, TV, and radio were the most difficult, because they require

a good grounding in basic knowledge. Listening was not very difficult any longer but communicating on the telephone, when the other party could not be seen, was still considered difficult. The difficulties, they felt, were not related to language skills alone, but also to the contents of the discussion. They could not achieve full communication through the use of language only.

The students' stay in the United States improved their English considerably. Listening improved the most (1.46), followed by speaking (2.08), reading (3.58), writing (3.71), vocabulary (4.95), and translation (5.77). Grammar improved least (6.36), according to the responses to Question 5. This order bears a strong correlation to the order of these aspects that the Japanese consider difficult. While they stayed in the United States their listening and speaking skills improved considerably, but their grammar, translation, and vocabulary did not improve as much. This can be interpreted as meaning that their performance skills improved by being in the United States, but they gained little as far as knowledge about English was concerned.

According to the responses to Question 6, their stay in the United States made them more interested in English. Only one person gave a negative response. This clearly shows that visiting an English-speaking country motivates students in learning English.

The stay in the United States helped the students in their English classes in Japanese senior high schools after they returned. No response was negative; the average score was 4.27 (Question 7). They all understood their English classes very well. According to the answers to Question 8, they thought that their English classes had become more interesting following their return from the United States, but the ratio

(3.95) was lower than that of Question 7.

According to Question 9, after returning to Japan, their proficiency in English seems to have dropped. However, it did not decrease if they used English outside their high school English classes. In other words, the higher proficiency in English they had obtained while in the United States could not be maintained only through senior high school English classes, wherein performance aspects are ignored.

Eleven students kept studying English outside their school English classes, but it is a pity that 9 could or did not because of preparations for college entrance examinations. This resulted in a lowering in English proficiency (Question 11).

Conclusion

Based upon these three questionnaires, the writer has investigated what teenage exchange students thought about their English studies through their experiences in the United States. More than facts, he has shown what they thought and felt. His sample was only 31 students, rather small for this kind of survey, but, since he had close contact with all of them, he feels that the results he has shown are valid and that they show what English teaching in Japan is like from a new angle.

First of all, English education in schools in Japan emphasizes knowledge about English, and students do not learn much about actual performance. Therefore, what they learn is not very useful for daily living in the United States. However, those students who had mastered the basics of English stated that this was more useful for class work in American high schools than were lessons which stressed oral English.

Second, Japanese students do not practice listening and speaking

skills sufficiently. They must spend more time on these aspects of the English language.

Third, English in Japan is not for communicating with English-speaking people. Understanding about English and understanding something in English are different. Japanese students must learn ways to express themselves more clearly in English.

Fourth, little about American culture is taught in English classes in Japan, and this prevents Japanese from communicating adequately with Americans.

In summary, English education in Japan still emphasizes knowledge about English; English performance is almost completely ignored. It must start emphasizing communication in English and stress not only the linguistic but also the cultural aspects of the language. The Japanese must also begin considering methods of English teaching which will help those who spend some time abroad to maintain their proficiency at a higher level.

Notes

* This paper was presented at the fourteenth TESOL (Teachers of English to Speakers of Other Languages) Convention by Prof. Jim White of Tezukayama Gakuin College.

1 In 1978, 6,836 Japanese went to the United States for study or training and 2,805 went for research. People who stayed there for study or training for only a short period are included in the 928,096 tourists who visited the United States. The United States accepted about half of the Japanese students and scholars who went abroad for academic purposes.

Hōmushō Nyūgoku Kanri Kyoku [The Immigration Bureau of the Ministry of Justice], "Showa 53 nen ni okeru Shutus-Nyūgoku Kanri no Gaikyō [The Number of People Who Entered and Left Japan in 1978]," in *Hōsōjihō*, Vol.

37, No. 7 (July, 1979), p. 44.

2 According to *Study Abroad and Conversation*, Vol. 11, No. 9 (Sept., 1976), p. 12, about 500 Japanese high school students went to the United States for study in the various programs from 1977-78.

3 In 1976, *Study Abroad and Conversation* carried articles on high school student study abroad programs in Nos. 3, 4, 5, 6, 7, and 9.

4 Each sponsoring organization of high school exchange students sends reports to its students, returnees, and their families but does not publish academic reports.

5 The programs the writer was involved with and the students in them are explained well in *Cosmopolitan*, No. 1 (January, 1976), No. 2 (April, 1976), No. 3 (August, 1976), No. 4 (September, 1977).

6 The Test of American Culture was given to the students in the summer, 1976, program and in the 1976-77 program, and results are published in the following:

Kenji Kitao, "The Test of American Culture." *Doshisha Studies in English*, No. 22 (October, 1979), pp. 102-129. This article is being republished in *Technology and Mediated Instruction*, Vol. 15, No. 2.

7 Reports by the students in the summer, 1975, and 1975-76 programs were published in *Exchange '75* and those by the students in the summer, 1976, and 1976-77 programs were published in *Exchange '76*.

Kenji Kitao (ed.), *Exchange '75*, Kyoto: Japan International Center, 1976.

Yukie Kitao (ed.), *Exchange '76*, Kyoto: Japan International Center, 1977.

8 Questionnaire No. 2 was on the students' host families and the results were published in *Cosmopolitan*, Nos. 2 and 3.

9 The STEP Test is given all over Japan. Its third level is for junior high school graduates and the second level is for senior high school graduates.

10 Kenji Kitao, "A Survey of the Teaching of American Culture with K. U. Japanese Students," *Doshisha Studies in English*, No. 19 (August, 1978), pp. 153-174. ED 179 097

11 Kenji Kitao, "The Present Situation in the Teaching of American Culture in English Courses in Japan-Analysis of Junior and Senior High School English Textbooks in Japan," *Doshisha Studies in English*, No. 21 (March, 1979), pp. 90-130. ED 179 098

APPENDIX A

QUESTIONNAIRE No. 1 (one month after the arrival)

1. Name: family first
2. Sex: male female
3. Age: years months
4. How many times have you been to the United States?
   (including this time) 1. 2. 3. 4. times
5. How long have you studied English?
   years months
6. How and where did you study English in Japan?

elementary school	radio
junior high school	records (tapes)
senior high school	tutor
preparatory school	English-speaking club
university	American or English friends
commercial English school	other ( )
TV	

7. Select three from the above list which are particularly useful for daily life, starting from the most useful.
   1. 2. 3.
8. Select three from the above list which are particularly useful for your study at school, starting from the most useful.
   1. 2. 3.
9. Did you have any English-speaking friends while in Japan?
   yes no (if yes, how many)
10. Did you have any difficulty in English conversation right after arrival?
    1. very often 3. sometimes 5. seldom
    2. often 4. not often 6. never
11. Do you have any difficulty in English conversation now?
    1. very often 3. sometimes 5. seldom
    2. often 4. not often 6. never

12. Do you have any trouble in your daily life because of English?

1. very often 3. sometimes 5. seldom
2. often 4. not often 6. never

13. Do you understand your classes well?

1. not at all 3. not well 5. well
2. little 4. a little 6. very well

14. Can you compete with American classmates in classes?

1. not at all 3. not well 5. well
2. little 4. a little 6. very well

15. Number the following in order of difficulty with "1" being the most difficult.

( ) a. listening ( ) b. speaking ( ) c. reading
( ) d. writing

16. Number the following in the order of difficulty.

( ) a. daily conversation ( ) e. discussion
( ) b. lectures ( ) f. newspapers
( ) c. TV ( ) g. reports and term papers
( ) d. radio

17. Which of the following was most useful and relevant to current studies in America?

elementary school preparatory school
junior high school university
senior high school

18. Which of the following was most useful and relevant to your daily life in America?

elementary school preparatory school
junior high school university
senior high school

19. Have you taken the Standardized Test of English Proficieney?

If so, what level or class? Yes No

APPENDIX B

QUESTIONNAIRE No. 3

If the answer is definitely "yes," please circle 5, if definitely "no," circle 1. If the answer is "yes," please circle 4 and if "no," circle 2. Number 3 is undecided.

25. Do you think that the Americans understand what you say well?	5	4	3	2	1
41. Did you learn much about American culture in English classes at a junior high school?	5	4	3	2	1
42. Did you learn much about American culture in English classes at a senior high school?	5	4	3	2	1
44. Did you learn much about American family life in English classes at a junior high school?	5	4	3	2	1
45. Did you learn much about American family life in English classes at a senior high school?	5	4	3	2	1
47. Did you learn much about American school life in English classes at a junior high school?	5	4	3	2	1
48. Did you learn much about school life in English classes at a senior high school?	5	4	3	2	1
51. Do you wish that your English proficiency were a little bit higher?	5	4	3	2	1
52. When misunderstandings happen between you and Americans, do you think that the only cause is your low English language proficiency?	5	4	3	2	1
53. Do you have trouble in classes because of your English?	5	4	3	2	1

APPENDIX C

QUESTIONNAIRE No. 4 (for returnees: November, 1977)

Name	yes				no
1. It is good to give English training before going to the United States.	5	4	3	2	1

2. Could you understand almost everything that Americans said upon departure from the United States? 5 4 3 2 1
3. Could you express yourself well in English upon departure from the United States? 5 4 3 2 1
4. Did you still have trouble in the following upon departure from the United States?
   a. radio, TV 5 4 3 2 1
   b. newspapers 5 4 3 2 1
   c. daily conversation 5 4 3 2 1
   d. telephone 5 4 3 2 1
   e. lectures 5 4 3 2 1
   f. discussion in class 5 4 3 2 1
   g. reading texts for class 5 4 3 2 1
   h. writing papers 5 4 3 2 1
5. Number the following, starting from the aspect you feel was most improved by your stay in the United States.
   ( ) a. listening ( ) d. writing ( ) g. vocabulary
   ( ) b. speaking ( ) e. grammar
   ( ) c. reading ( ) f. translation

	yes				no
6. Are you more interested in English now than before you went to the United States?	5	4	3	2	1
7. Do you think your study in the United States is useful for your English classes now?	5	4	3	2	1
8. Do you think your English classes are more interesting now than before you went to the United States?	5	4	3	2	1
9. Do you think that your English proficiency decreased after coming back?	5	4	3	2	1
10. Do you use English besides in your classes at school?	5	4	3	2	1
11. Do you study English besides in your classes at school?	5	4	3	2	1